WHO'S WHO
IN
HEALTHLAND

By

ANNE WHITNEY

PREPARED FOR THE BUREAU OF EDUCATION BY THE
CHILD HEALTH ORGANIZATION of America

A REPORT ON METHODS USED TO
STIMULATE THE ACQUISITION OF
HEALTH HABITS IN THE PUBLIC
SCHOOLS OF NEWTON, MASS.

School Health Studies No. 3

DEPARTMENT OF THE INTERIOR

BUREAU OF EDUCATION

1923

Health! Strength! Joy!

RULES OF
THE HEALTH GAME

1. A full bath more than once a week
2. Brushing the teeth at least once every day
3. Sleeping long hours with windows open
4. Drinking as much milk as possible, but no coffee or tea
5. Eating some vegetables or fruit every day
6. Drinking at least four glasses of water a day
7. Playing part of every day out of doors
8. A bowel movement every morning

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Foreword

MANY schools throughout the country are earnestly working to develop a well-rounded health education for their pupils. All sections of such a program in a school do not grow at the same rate. It is the old parable of the sower who went forth to sow his seed, and some fell on good ground and grew and brought forth fruit an hundredfold.

In Newton the seed of vitalized health teaching fell upon the fertile soil of a school system where the standard of general teaching was perhaps exceptionally high. It has grown in the sunshine of administrative encouragement and approval, tended by the close cooperation of principals and teachers, until its roots are now established firmly in the school life. There is promise of fruit an hundredfold in the improved health habits of the individual children.

The work in Newton is unique because of the many and varied methods developed by the teachers to stimulate the interest of the pupils in proper health habits. The health teaching is based on sound pedagogy and psychology; and the teachers are alert to recognize and use all the health opportunities which the daily school life offers.

This report endeavors to present a picture of the health work in the classroom, and such activities as the lunch, the nutrition class, and the open-air class are considered only for the educational contribution made to this health teaching.

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The spirit of the health game.

Who's Who in Healthland

"BE FAMOUS for your health achievements." It was a fourth-grade group in one of the schools in Newton, Mass., which conceived the original idea of a class "Who's Who in Healthland." There were visits to a library where a volume of "Who's Who" was consulted. There was much study of the monthly weight charts, much mystery, and many after-school conferences. Then one morning a neat book, made from sheets of composition paper, was presented with great formality to a much surprised teacher. A breathless moment followed, the class thrilling with the suspense which comes to everyone, big or little, when the product of real creative effort is being offered for valued approval. The astonished eyes of the teacher swept over the cover—

Who's Who in Healthland

Hyde Four

1921 — 1922

she turned to the title page,

Editor-in-Chief
Associate Editors
Language Expert
Spelling Expert

and she read aloud the names of the children elected to these offices. Dedicated to her, their teacher! Then following came, in alphabetical order, a page for each child in the class, on which had been carefully listed the health achievements of that child.

A_____ H_____ B_____, born Boston, Mass., August 19, 1913.
Address, ___ Rockland Street.

September–October: Gained ½ pound.
October–November: Gained 1¾ pounds.
November–December: Gained 1¾ pounds.
December–January: Gained ¾ pound.
January–February: Gained ½ pound.

Brushes teeth three times daily. Sleeps with windows open. Sleeps 11 hours. Plays out of doors. Drinks three glasses of milk daily. Eats all vegetables. Eats all fruits. Drinks four glasses of water a day.

Where no gain had been made there was a blank space. Here was recorded only positive accomplishment. The health habits were detailed with great honesty, and such data as "Has made a good health poster," "And tries to gain," "Has a bath three times a week," had found a place in this unique production.

This book was made by one class in one school, but it is symbolic of the attitude of many children in all the Newton schools. The goal is positive health achievement, and there is group pride in any success, big or little, which each individual may attain.

Progress may be measured by the scales, but health habits are the lessons which the scales mark. All is dedicated to the teacher whose constant interest, ready sympathy, and tactful approval have made the Way of Health a gay, delightful adventure.

How the Work in Health Education Began

THREE years ago this spring the school department, through the literature of the Child Health Organization, became interested in the need of more educational health work in the schools.

A beginning was made and the teacher of gymnastics weighed and measured some of the children and filed the records. Since no educational use was made of these facts at this time, little interest was aroused. It was then decided to approach the problem through educational health work in the elementary schools; and the superintendent, assistant superintendent, and principals, working together, made their plans.

By March, 1920, scales had been secured for most of the schools; and Health Bulletins Nos. 1 and 2 [1] were sent out to the principals and teachers, outlining a simple program for the elementary grades and asking for their cooperation in making it effective. These bulletins, in addition, furnished explicit instructions for the method of procedure to be used in weighing and measuring, in order that all the work might be uniform. Emphasis was laid on the fact that the gain was the important feature to stress with the child. Those 10 per cent or more below weight were to be brought to the attention of the school physicians and nurses. The school medical service is under the board of health, and the head of this department assured the school authorities of its readiness to cooperate in the proposed program.

At the same time a letter was sent to the parents explaining the purpose and scope of the work. This letter stated the eight health habits which the teachers were endeavoring to establish in the children, and asked the sympathetic cooperation of the parents that the school and home might pull together harmoniously in the effort to give the child a strong foundation for healthy living.[2]

Attention was called to the health education pamphlets of the United States Bureau of Education; and copies of certain ones, such as "Diet for the School Child" and "Teaching Health," were furnished the schools.

The teachers and principals, appreciating the educational need for such health work, responded heartily and bent their energies to the development of this simple plan for health instruction. That the work has made such steady progress during the past two years is due to the skill and unflagging zeal of individual teachers in devising methods for interesting the children; to the cooperative attitude of the principals, parents, and school medical service; to the support of the superintendent; and to the inspirational leadership of the assistant superintendent, who shows a personal interest in the work done in every school by each individual child and teacher.

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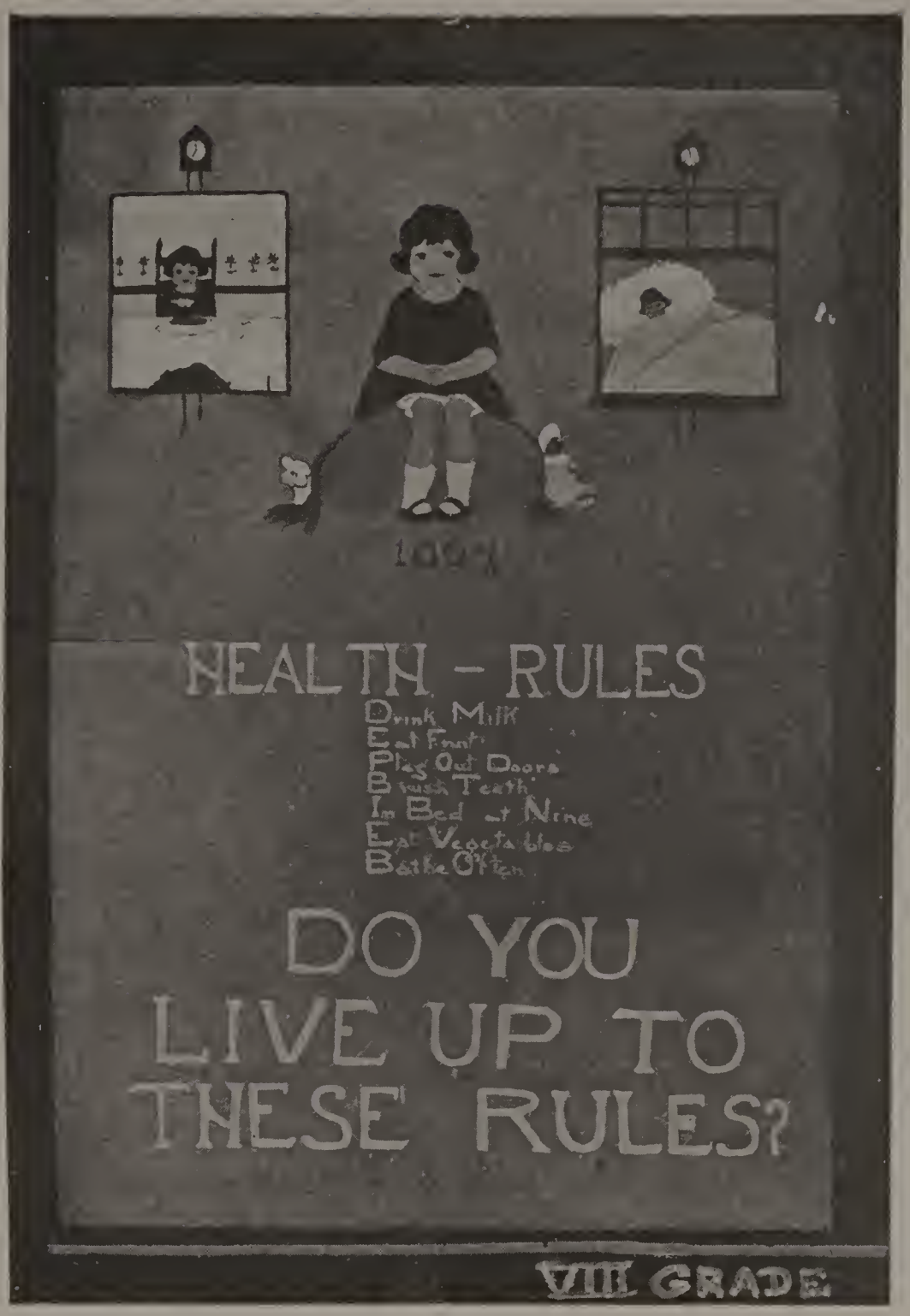
[1] The text of the bulletins is given in Appendixes I and II.

[2] The text of the letter is given in Appendix III.



The scales help to sustain interest in the health rules.

Scales in Every School

IN THIS health work the scales are the central figure. On every classroom wall hangs a "Classroom weight record" [3] furnished by the school department. This record always hangs at the height best suited for the children in the room, as it is intended for the child's own information. On some, at least, there are unmistakable evidences that little fingers have traced out their owner's progress across the great grey plain stretching between the name and the last weight recorded.

The monthly weighing day is an important occasion and is anticipated many days in advance, while speculations as to probable gains lend an added thrill. Each child is weighed by his classroom teacher, and the event is a classroom exercise. The opportunity for tying up

[3] Published by the United States Bureau of Education.

this gain, or lack of gain, with the practice of health habits is used most effectively.

Donald knows before he steps on the scale exactly what he weighed last time and what his weight should be for his height and age. The teacher asks him for his last weight record and sets the balance at that point on the scale. A dozen eager eyes, besides Donald's, anxiously watch the bar to see whether it goes up or down.

It goes up, and a breathless moment follows until it is found exactly how much has been gained. Teacher and class are enthusiastic over Donald's success, and he is asked how he helped to accomplish this gain. Comparison of his new weight with his average normal weight incidentally offers a problem in mental arithmetic, and the class passes upon the correctness of his answer.

Or the bar goes down and Donald's face falls simultaneously. The teacher is sorry; Donald must make an extra effort with health habits next month; or if he has been ill he has just so much more to gain. The teacher also tries to discover if the boy knows why he has failed to gain and what he can do about it.

The monthly weights are not only entered on the classroom charts but are also reported to the homes on special report cards. In addition, these new records are sent each month by the principal to the school department offices where the weight records of every classroom in the city are studied and progress commended.

These careful weight records now extend over nearly two years and represent the interest and effort of the principals, teachers, and pupils. It is interesting to note that probably owing to this consistent work done in the classrooms, the number of children 10 per cent or more underweight shows a steady decrease during the progress of the school year.

Following vacations there is a marked increase in the number of 10 per cent or more underweight, and one series of records shows that 21 per cent of the children *lost weight* during the Christmas holidays.

Comparison of the records of the same grades in the different schools brings out in a striking way, it is believed, the influence of the health teaching. There seems to be a marked improvement in the records of those rooms where the teachers have been especially successful in stimulating the interest of the children. With few exceptions, the skill and health interest of each teacher are almost unfailingly indicated in these weight charts, and this is made convincing by the uniformity of the coincidence.

A new system for making the weight ratios more vivid and understandable has recently been adopted by the school department. The idea originated with Miss Maud Brown, of the Elizabeth McCor-

mick Memorial Fund, who conceived the scheme for use in her work in Kansas City. The children weighed are divided into three groups:

1. *The white group*—those children of average normal weight and over (overweight is not emphasized unless the child is 15 per cent or more overweight, as up to that point it is considered "money in the bank").

2. *The blue group*—those children who are not quite up to the normal average and yet are not 10 per cent or more below.

3. *The red group*—those children who are 10 per cent or more under the normal average.

A large chart for every school is prepared monthly to show the percentage of children in each group and also the percentage of each group in each grade room. The percentages are worked out by the arithmetic classes in the upper grades.

The children enjoy these red, white, and blue charts, and it is interesting to see the eager group of children of all ages that gathers around the bulletin board to study the month's new record. Some

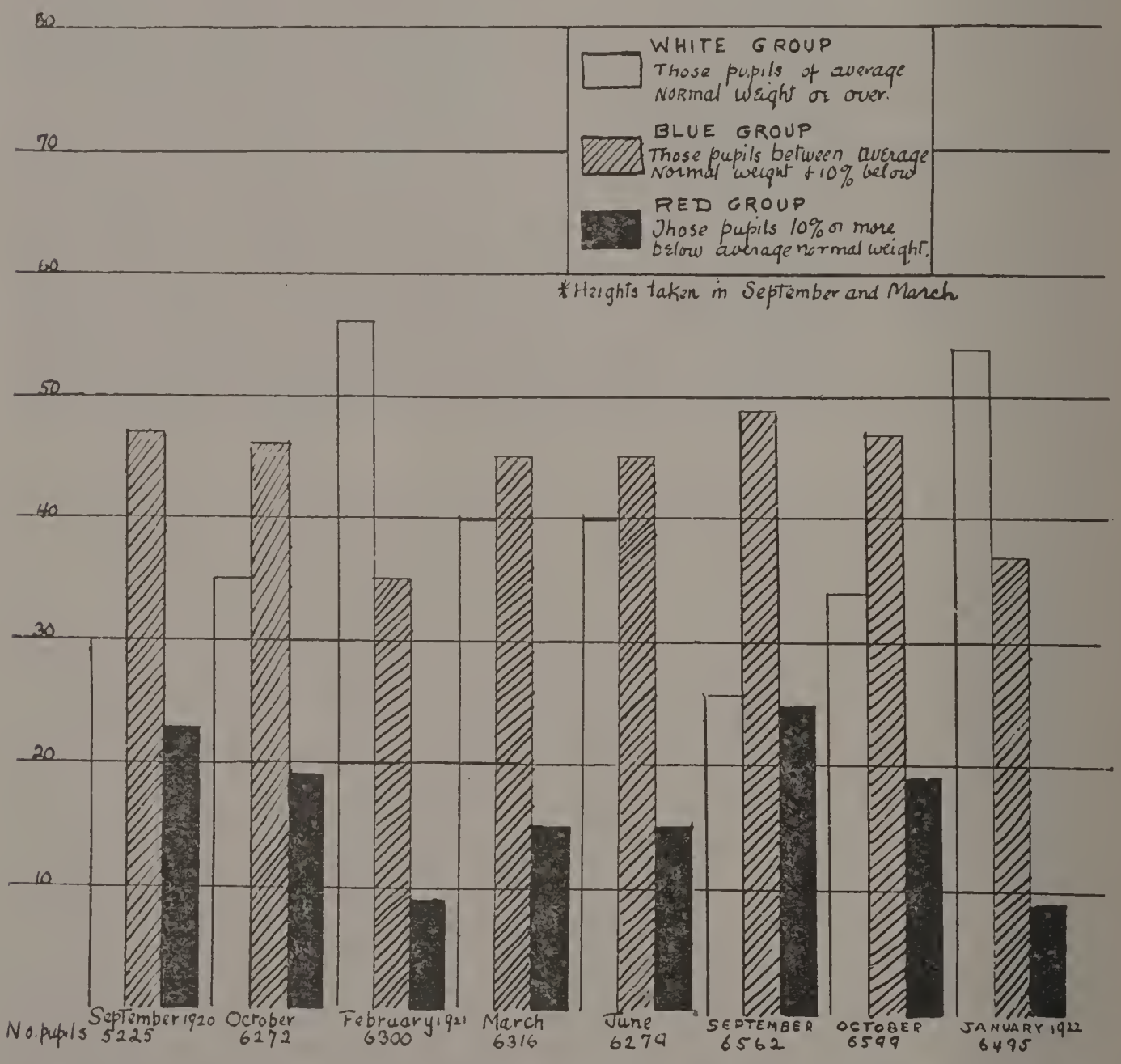


Chart showing weight groups in the elementary schools of Newton, Mass., 1920–22.

of the grade teachers have also copied the room record on the blackboards.

Of course, the game is to turn the reds into blues and the blues into whites, and, incidentally, there is healthy rivalry between grades and schools to see which is most successful.

Each child knows to which group he or she belongs, as at each weighing the teacher gives the child a strip of gummed paper of the correct color to paste on the lower right-hand corner of his home record card. When the child changes from one color to another the old strip is replaced by one of the new color.

Interest in Weight Records Stimulated by Classroom Devices

INDIVIDUAL teachers have also originated attractive and colorful methods for interesting the children in their monthly progress. One first-grade teacher has prepared a card for each child, showing a miniature scale. A penciled arrow points to the desired weight and a movable arrow rises from a slit at the back of the card to indicate the actual weight. Each child selects and colors a paper representative to stand on the scale and gleefully moves the adjustable hand after each weighing day. The cards of the entire class occupy a conspicuous place on the wall.

"Who can fly his kite above the clouds?" To do this is the ambition of many little first-grade boys in another school, but the kites are paper ones flown by paper representatives on a blackboard transformed by the teacher into a charming meadow over which many fluffy white clouds float idly in the sunshine. Every boy has his kite, every girl her balloon, and each month the scale indicates how high each may fly. Those belonging to the children of "normal average weight or over" are soaring above the clouds so high that both kites and balloons appear as gay colored specks in the blue air. Those flying lower belong to the children not quite up to weight. As the strings shorten, the balloons and kites grow bigger, the bigness offering some compensation to those who are trying but are not yet quite so successful as their other playmates.

Next door the second-grade children are climbing a hill. Their progress in weight determines their position on the upward road. Some, of course, have reached the top, where flies the flag of health, and stand with hands outstretched to those below.

In another second grade the children have made individual clocks, with two hands, a red hand and a blue hand. The face is marked off for pounds, and while the red hands mark the "average normal" weight, the blue hand moves each month to indicate the actual weight.

Gayly colored representatives of another second grade delight in playing in a green meadow where a fence stretches alluringly. Everyone wants to get over that fence of "up to weight for height and age." Some are already over, others are perched on top ready to leap, while a few determined children are wriggling their way through the bars. It is a game, but all are bound to win.

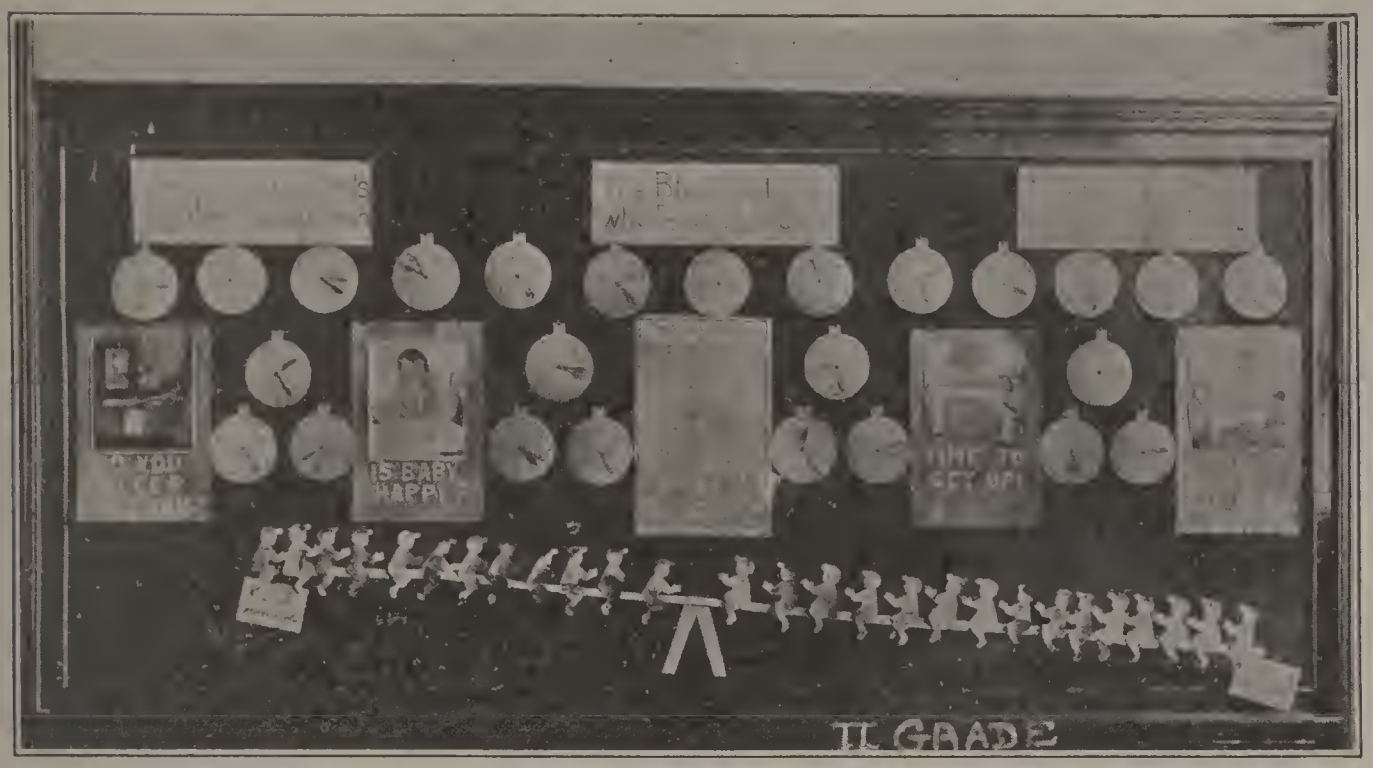
Other third-grade children are having a race upstairs; each child has a pictured flight of stairs and a paper representative who moves up or down as the scale indicates. The step of "average normal weight" has a different color, that the child may see at a glance exactly where he stands.

A marvelous see-saw of cardboard adorns the wall in another classroom. Paper dolls, representing all those children belonging to the red group, sit on one side, and all those in the white or blue groups on the other. The pounds are totaled for each side and are written below, while the see-saw balances accordingly. As soon as a child graduates from the red group he proudly transfers his paper replica to the other side of the see-saw and adds his weight to his new team's total.

The "Hill of Health."

The sign reads:

Yes, we are down here with the underweights
But we don't intend to stay.
We are going to build our health up
In the Good American way.
We are going to eat, drink milk, and sleep,
Play out of doors and try
To climb up with those healthy folks,
Where the flag floats next the sky.



These clocks tell individual weight records, and every child has a place on the health see-saw.

With the early days of spring comes anticipation of the joys of swimming, and a seashore represents the summer's paradise. One room possesses its own private bathing beach where each member of the class has sent his pictured representative arrayed in a cap indicative of the weight group to which he belongs. The notice to bathers reads:

White caps only allowed on raft and beyond.
Blue caps no farther than raft.
Red caps stay on shore.

Good health bathing beach.

"Healthland," built by pupils in a second grade.

The Pied Piper of Health leads a fourth grade with dance and music to Healthland. In that particular room many children are learning to like milk, so the road to Healthland passes through a milk bottle gate beyond which are those who have reached the "promised land." Relative positions in this dancing throng are, of course, changed each month on weighing day.

Cardboard thermometers help other fourth-grade children to "watch their weights," and incidentally teach them how to chart according to scale.

The fifth and sixth grades have individual graphs on which they plot their weight records as part of the arithmetic work. The upper grades assist in figuring the percentages not only for their own classes but also for the lower grades.

One fifth grade, having totaled the average normal weights of the room and the actual weights, decided to auction off the deficit. Each child below average normal weight bid the number of pounds he would try to gain by a certain time. In this way the deficit was decreased. There was much amusement when it was discovered that there was over a ton of children, the addition of the weight being an arithmetic problem.

Every Lesson a Potential Health Lesson

THE question of finding enough time for the teaching of health habits has been solved by the use of health material in nearly every subject of the curriculum.

Correlation with the 3 R's

Doll House Projects

The doll house projects in the first and second grades offer a delightful way for making suggestions for healthful living. The bathrooms are equipped with pictures of soap, towels, and toothbrushes, and the children are eager to explain how and when they should be used. The bedroom windows must be made to open, and the hour for occupying that room must be learned. Of course, meals and the dining room are inseparable and the children decide what shall be provided for breakfast, dinner, and supper. In addition to the many opportunities for spelling, writing, and oral English lessons arithmetical problems are involved in this project.

Billy Bumpus *(The adaptation of an idea suggested in a primary magazine.)*

In one first-grade classroom the children are eager to introduce their friend Billy Bumpus. Every child has a Billy Bumpus, a boy paper doll, who lives in a neat envelope in each desk. In the same envelope with Billy Bumpus are all his personal effects, his clothing, essential toilet articles, treasured belongings, such as books, skates, and ball, even a miniature copy of his favorite fruit.

With the envelope carefully placed on the left-hand side of each desk the children are all attention.

One child commences, "Billy Bumpus is now in bed, but he wants to get up bright and early."

"Ding-dong, ding-dong," seven times does another child imitate the striking of a clock, and, at the last stroke, Billy springs from each envelope. Billy has his own toothbrush, tooth paste, wash cloth, and towel. After he has brushed his teeth, up and down, up and down, and rinsed out his brush (the children all go through the motions for Billy), he washes his hands and face, giving particular attention to his ears and neck. Billy then skips across the desk back to his room, where he dresses himself carefully, not forgetting to be neat and clean. All of Billy's actions are class suggestions, and there is sometimes discussion as to the best method of procedure. It is agreed that Billy must have a full bath at least once a week and that "he would be glad of two" if it could be managed.

Billy, with combed hair and clean blouse, then skips downstairs because he is so happy, calling out as he goes, "Mother, I am so hungry!"

At the table he remembers to put up a napkin to keep his blouse clean, and then the problem of a suitable breakfast for Billy is the subject of much serious discussion. An orange is selected unani-

Billy Bumpus, and the theatre where he sometimes gives his health demonstration.

mously, and the cereal vote, though divided, is carried with a fair majority for oatmeal. Milk is chosen without a dissenting voice and toast is heartily recommended, with the amending suggestion that brown bread is best. An egg is spoken of, but the children do not seem to think that Billy really needs an egg if he has eaten enough oatmeal and milk; so Billy says, "Excuse me, please," to Mother and leaves the table to get ready for school.

One child suggests that, without doubt, Billy's hands are crumby; so he washes them, puts on his hat and coat, and starts for school. Billy skips three times across the desk on his way to school, he is so happy and smiling because "he is nice and clean" and also because "his stomach is glad!"

After hanging up his hat and coat he seats himself at his desk (children show how Billy should sit) and looking up at the blackboard finds there five new words, "A good American is clean." Billy is *so glad* he is clean, and all the children who are like Billy in this respect help their row to earn its daily star for cleanliness.

The possibilities for Billy Bumpus's usefulness are almost without limit, as the ingenious teacher devises many ways of surrounding Billy with interest. He is without question a favorite playmate and helps the class to cover much ground in oral English, spelling, and number work, while he fixes the children's minds on essential

health habits, the practice of which should form a part of every child's daily life.

Scrapbooks

Cut-out work illustrative of health habits finds a place in health books, and the writing and spelling lessons are often combined with this work. The "Child Health Alphabet" is sometimes used as a model, and the children write original verses for the different letters. The following rhymes were among those produced by a third grade:

A is for Apples,
so round and so red;
They're better than candy,
Let's eat them instead.

Cream of Wheat for your breakfast,
Begins with a C
And a nice Cup of milk,
But no coffee or tea.

F is for Fruits,
And also for Fig;
The children who eat them
Will surely grow big.

H is for "Huskie"
That all boys should be,
If you want to see one of them
Just come look at me.

J are the Jolliest
Children I know,
'Tis plenty of sleep
And right food makes them so.

Health Rhymes

The following are examples of health rhymes, composed in the English class (third grade) and then used for dictation. Careful work is rewarded by being given a place in the class book of health rhymes.

My Breakfast

For my breakfast, oh let let me think,
What is there good for me to drink?
A glass of milk or cocoa fine,
No tea or coffee at any time.

A bit of fruit I, too, must eat,
Some prunes or perhaps an orange sweet,
This is not enough you well may see,
To make me as strong as I'd like to be.

Our Dinner

Now for our dinner what shall we eat?
Plenty of vegetables but little meat;
Potatoes, carrots, and spinach are fine;
These give us strength if on them we dine.

Another good dinner I think, don't you,
Is one when we have a vegetable stew?
Vegetables, we always have heard tell,
Are good things to eat to keep us well.

Some children for dinner drink coffee or tea,
Neither are good for you or for me;
A glass of fresh milk is better, we know,
To make us as fat as we want to grow.

For our dessert something sweet we will try;
Custard pudding or jello—let's not eat pie;
Pie is too rich for our stomachs to take—
Much better for us is fruit or sponge cake.

Supper

For breakfast and dinner we know what to eat,
And now for our supper let's plan a good treat;
Graham bread and butter or some cereal fine
Are the kind of things to eat at supper time.

A bit of something else we need to eat, too;
Cookies would taste well, I think, don't you?
A glass of fresh milk we must not leave out.
Then off to bed we will go with a shout,
For "early to bed and early to rise
Will make us all healthy, wealthy, and wise."

Health Stories

In the fourth, fifth, and sixth grades, health teaching is correlated with oral and written English. Health stories are of absorbing interest and give a wide range of expression for the imagination.

One of the teachers commented on the fact that children seemed to take greater pride in their written work when the subject was connected with health. "I don't quite understand why," she said, "but the papers are more neatly arranged, the writing is better, and more careful attention is given the punctuation."

Health Songs

Health songs, composed in English classes, are sung in the singing period to tunes in the school song-book.

These songs are sung throughout the grades, from the kindergarten up. The morning inspection for cleanliness is done in one first grade through a singing game. Some of the first and second grades sing songs to milk before mid-morning lunch. The fifth and sixth grades

have songs carrying a health message which are sung in parts. Many health songs which have found their way into classrooms in all parts of the country originated in a Newton classroom. That one of these is still very popular with the children was shown by the whole-hearted enthusiasm with which it was sung.

Keep the Good Work Going

(Tune—Keep the Home Fires Burning.)

Keep the good work going,
While we tall are growing,
Though the sun has not gone down,
We go to bed.
There's a body growing,
Seeds of joy we're sowing,
Keep the good work going on
Till we grow up.

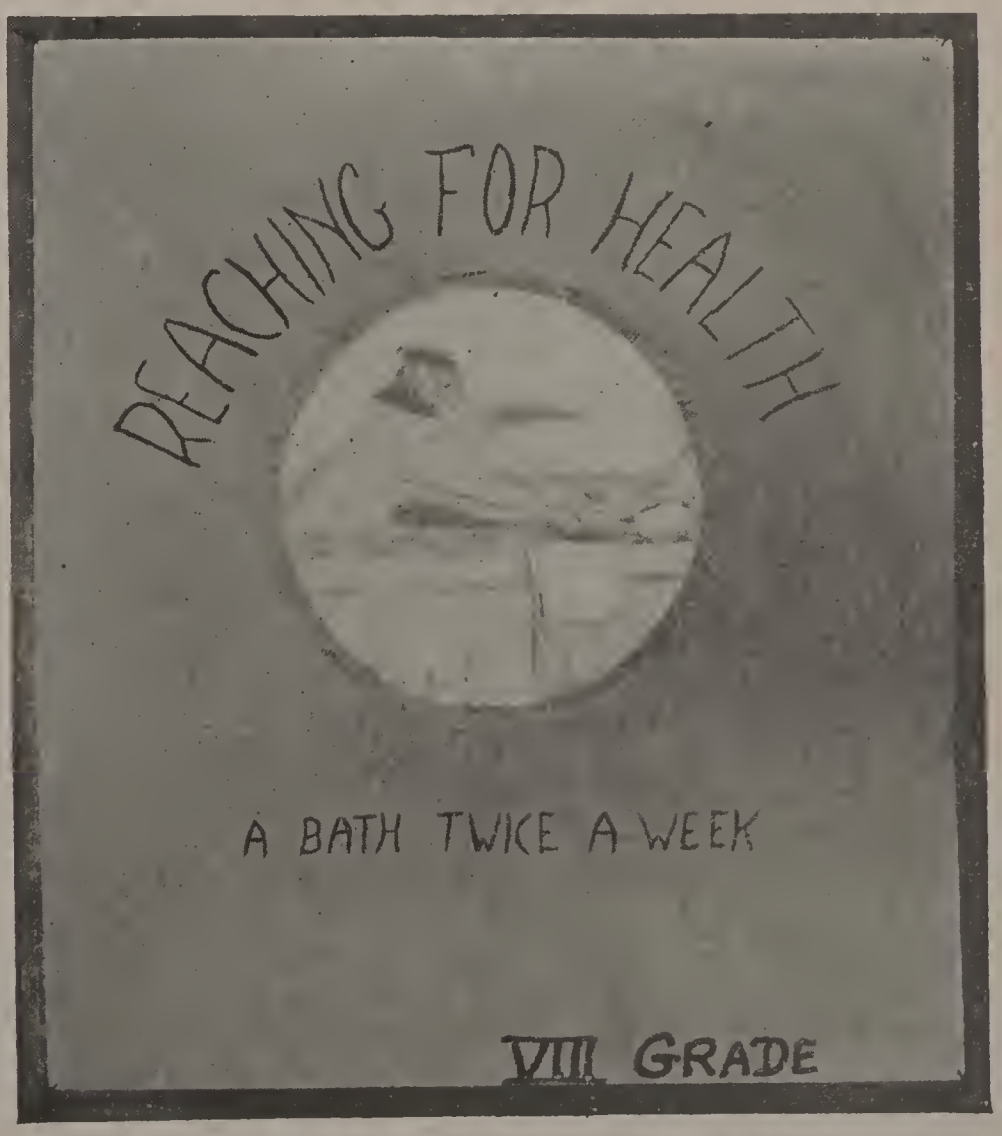
Correlation with Art

Health Posters

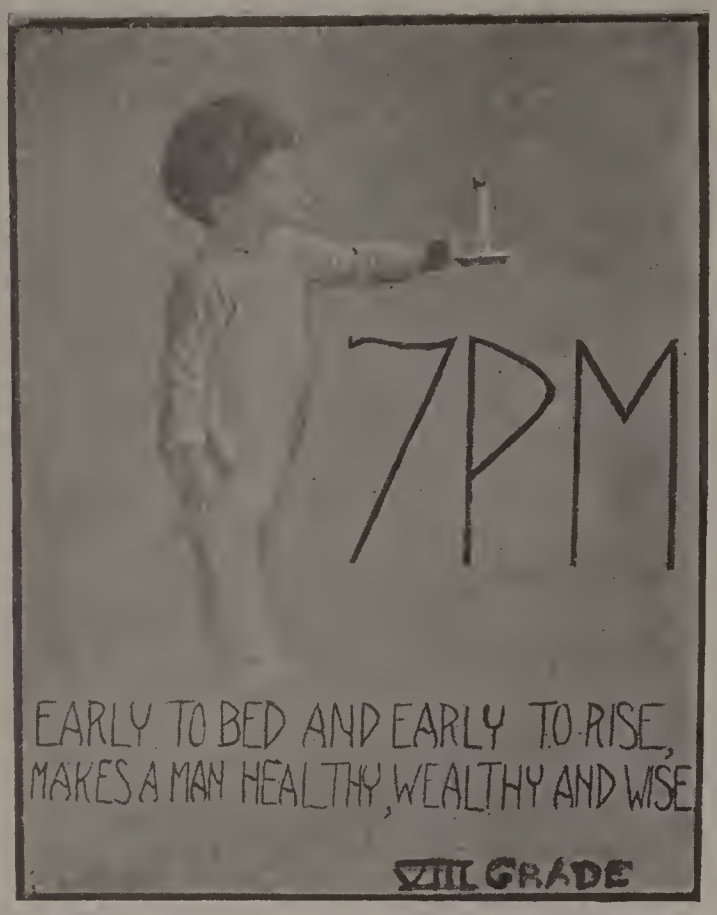
Sometimes the English work is correlated with the art work on posters, in the captions, as

Good health we're after, my kitty and I,
And so we drink fresh milk and grow fat and spry.

For good cream of wheat and milk so sweet
Dear Father, we thank Thee before we eat.



Posters associate the health message with action.



Poster illustrating a health rule which is one of the hardest to remember.

Health posters are found in every classroom, and children of all grades delight in this feature of the health work. In fact, health posters are to be found throughout the buildings. In one school immediately on entrance, everyone is confronted with a spirited invitation to "Play the Health Game."

A poster made by a sixth-grade boy indicates that history may repeat itself—at least on posters. The title is "The Auburndale Tea Party," and no details of the historic Boston protest are left unpictured. In a vigorous scene of wild activity blanketed children in full war-paint are assisted by milk bottles, transformed into Indians with feathered headdresses, and huge amounts of tea are consigned to a permanent resting-place in the Charles River.

The emphasis is always placed on the positive side, and the following are some of the messages carried over by the posters:

Eat vegetables.
Be a good outdoor sport.
Drink milk and your cheeks will be as rosy as this tomato.
I gain weight by eating cereal.
Hurrah, I like to be clean.

Near a table in a third-grade room given over to a charming project on Japan, hung an appropriate poster. A picture of a Japanese child bathing her doll had been found, and the health message was made personal by the following rhyme:

Although we live in far Japan,
We follow health rules, too,
And Dolly has her bath each day
To keep her clean, do you?

Health Corners

"Health corners" are features in several of the schools, and almost every room has its corner dedicated to health. Here the children have health posters, some brought from home, and some made at

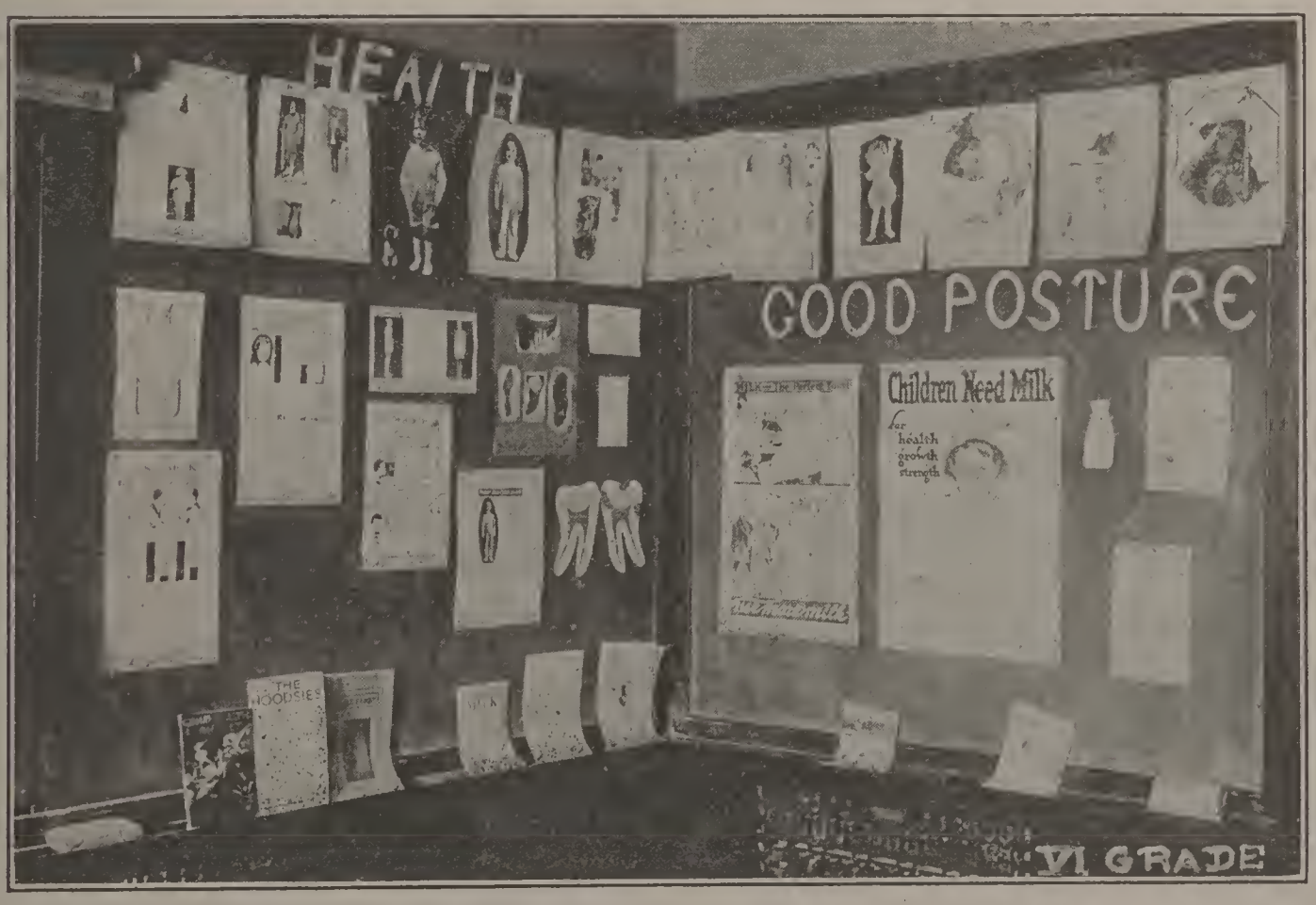
school, but all carrying a positive health message. One corner, emphasizing posture, is a picture gallery of children of all ages having good posture. Pictures from the rotogravure section of the Sunday paper, gay-colored advertising material, and magazine illustrations have been selected by the pupils and brought to class. Many stimulating suggestions are given. The material in these health corners is changed each month, and in some rooms a committee of children have charge of the plan.

Health Theater

A moving picture theater was manufactured by a group of first-grade children. The pictures are fastened to long strips of paper which are wound from one wooden roller to another. The theater itself was largely the work of an older Italian girl in the room, but every child made a poster.

Correlation with Dramatics

Informal classroom exercises, arranged by the children themselves, permit the expression of health ideas through action. Aesop's Fables, adapted and dramatized, are popular in a fifth grade, and have been developed and produced in the English class. One day, work in grammar was made more interesting by one teacher through a health game. One child, representing a health adjective, noun, or verb, stood and described himself and the connections in which he might be used appropriately, while the class guessed his name.



A health corner.

Twelve little girls in a fourth grade have dressed 12 clothespin health dolls, and with the help of the teacher gave the following little classroom exercise.

Our Good Health Dollies

1. Twelve little girls holding clothespin dollies form a half circle. As they speak they move forward holding up the dollies. They then step back to place.
2. Each little girl steps forward as she speaks, then back to place in the circle

All. These are our good health fairies.
1st child. This is Tidy Ann, her face and hands and teeth she keeps so very clean.
2nd child. This is Ora Orange, red apples, yellow oranges and pears, so ripe and juicy Ora likes to eat.
3rd child. This is Celia Cereal, oatmeal, cornmeal, or shredded wheat she has for breakfast every day.
4th child. This is Etta Egg, Top Knot Biddy lays a nice fresh egg each day for dear little Etta Egg.
5th child. This is Molly Milk, Captain Milk's little daughter, four glasses of milk she drinks each day.
6th child. This is Betty Beet, yellow carrots, beets so red, these make Betty's cheeks so rosy.
7th child. This is Lucy Lettuce, slices of Mother's bread, with nice fresh lettuce in between, she likes to eat.
8th child. This is Ruth Raisin, she likes sweet things, so dates and figs and raisins I often give to her.
9th child. This is little Alice Air, out of doors she likes to run and jump and play.
10th child. This is Ruth Rest, sometimes little Ruthie Rest is very tired, then on Mother's bed a nice long nap she takes.
11th child. This is Peggy Water, into the tub with water filled each week Peggy goes, out she comes so clean and sweet.
12th child. This is Susie Sleep, every night at 8 o'clock to her bed the sandman creeps.

Correlation with Games

Some sixth-grade boys and girls have been busy in devising original games and have shown themselves very ingenious in working out interesting schemes. The majority of these games are of a progressive character, and little cardboard checkers, adorned with carrots, beets, and glasses of milk, are moved over a squared-off board at the direction of a spinning hand which indicates the number of squares to be traversed. One may be fortunate and land at a square labeled, "Drank milk—five ahead," or one's progress may be impeded by an untimely visit to the square marked, "No bath—four back." The game is won when one arrives in a central spot marked "Health." The making of this game required very exact measurements and careful planning, neat handwork and lettering.

A clever adaptation of the well-known game of fish pond has proved very diverting. Fishing is always fun, but fishing with a little wooden pole, a string, and a bent pin, for tiny cardboard milk bottles, carrots, beets, and string beans, is a new indoor sport, and

Every child in the class sees his health poster exhibited in this moving-picture theatre.

the novelty increases when one finds one has caught "a bath once a week" or an invitation "to sleep 10 hours with the windows open." Each prize is evaluated, and the most successful fisherman is the one with the heaviest catch.

Correlation with Domestic Science

For the girls in the seventh and eighth grades the course in cooking is especially arranged to stress the relation between proper health habits and good health.

There is first the personal stock-taking and attempt to realize one's own health assets. Every girl in connection with the cooking class keeps a monthly weight record and makes an application of her food study to her personal needs. In the study of foods particular attention is given to the problem of overcoming constipation.

Not only do these girls assume a personal responsibility for their own health improvement, but they also study and encourage the formation of health habits in their younger brothers and sisters. They cooperate with the grade teachers in every way possible and endeavor to make a practical application of their food knowledge to the needs of the younger children.

A sixth-grade arithmetic lesson which calls for the accurate division of a circle into segments.

Correlation with Civics

In the upper grades, sanitation, the milk supply, water supply, and other community health problems are studied in civics and geography. Clean-up campaigns initiated in the schools spread into the homes, and the club work in the upper grades often includes some project for community improvement, such as the cleaning up of a dump in the vicinity of the school, which was recently accomplished by the pupils in one room.

Correlation with Vocational Guidance

Health is stressed in all the classes in vocational guidance. Health as an asset is emphasized, and what each occupation offers for health development, mental growth, advancement, and recreation, is discussed.

Devices for Making the Morning Inspection More Interesting

Health Flags

THE teachers have found that morning inspection must be varied in order to sustain interest. Often group rivalry is encouraged by row competition. One room has a health flag which flies next to the American flag. Made by the girls in the class, it is saluted each day. The health pledge was composed in the English class. The simple, unconscious reverence with which the two grades, fifth and sixth, stand and repeat their pledge is symbolic of their attitude toward health.

Health Pledge

I pledge attention to my Health,
To keep my body sound is Wealth.
I promise cleanliness to-day
Shall start me smiling on my way.

The same class have small health flags which are flown at the side of each desk when the occupant has come to school with, "clean hands and face, brushed hair, clean finger-nails, clean teeth, and the assurance that he has slept with the windows wide open, and has eaten the right kind of breakfast."

An entire school of about 400 pupils is making a determined drive on "clean teeth." Each room has been equipped with a special flag which can only fly the days when 100 per cent of the pupils show evidences of having brushed their teeth. This has so aroused a group pride that boys who have overlooked this habit have been known to run home before school to rectify the omission in order to be able to report accomplishment. On the day when the school was visited, the flag was flying in every grade but one, and in that room the boys were laying plans for the reform of one offender who had repeatedly spoiled the class record. A very simple and effective measure was proposed: if the class would take up a collection to buy the boy a tooth brush which might be kept at school, the boys promised it would be used daily. Public opinion insisted on 100 per cent clean teeth!

Any boy would stop for this message. A suggestion for Boy and Girl Scouts.

Training for the Race

A second grade is having a health race. Enormous cardboard letters spell health across one side of the schoolroom. These letters have little holes punched in them, and from some of the letters hang little white tags bearing names. Every Monday, the race begins, and all those who have had perfect inspection reports, hook their tags in H. The inspection is made by a girl, for the girls, and a boy, for the boys. On Tuesday, those perfect can progress to E. The hundred per centers, who slipped on Monday but passed on Tuesday, begin at H. Those, "in best training" passing T on Friday, win the race and get a gold star on the last H. The next week the race is on again.

Home Runs for Health

Third-grade children in another section of town have shown a sporting spirit by dividing their room into two teams. On the blackboard is the diagram of a baseball diamond. First base is clean hands, faces, teeth, and finger-nails; second base, clean blouses, dresses, and ties; third base, well-brushed hair and clean shoes; and drinking milk, is home plate. This game has only five innings, one for each day in the week, but the incentive is great to score a home-run every day! Needless to say many children have a regular "National League" home run record!

Vegetable Contests

Records of food habits are also kept by the pupils in some of the rooms. The teacher found in one of the rooms that the children were not eating vegetables. A vegetable race followed, and each day the scoring of each of the vegetables eaten is listed. On Friday the scores are totaled in the arithmetic class, and the winning vegetable for that week is shown.

Classroom Health Department

In a seventh-grade room which has organized itself under "State government," the health work is, of course, supervised by the chosen health department. Morning inspection is conducted by the department, and at the end of the week these pupils average the percentage achieved by each row. This same room has a large vegetable chart. On one side are pasted pictures of vegetables, and underneath these the children write their names as they learn to eat new varieties; on the other side, children who have learned to eat all the pictured vegetables write their names. One girl, who in October ate only potatoes, has now learned to eat nine other kinds of vegetables.

Milk Thermometers

A pictured thermometer registers the milk drinkers in another room at 92 per cent of the pupils enrolled, and coffee and tea have been completely routed from the schoolrooms. One little boy who entered in the fall, "just didn't see how he was going to get along without his tea." Public opinion was too strong for him, however, and now he is an ardent advocate of milk. A rhyme composed by

A class vegetable chart.

one of the second-grade children seems to reflect the general opinion of the pupils in the elementary schools of Newton:

I hate coffee, I hate tea,
I love milk, and milk loves me.

Milk Lunches

THREE years ago milk lunches were begun in the Claflin School, and now the mid-morning milk lunch is in every elementary school in the city, and it is estimated that between 80 and 90 per cent of the children take milk. These mid-morning lunches are educational as well as nutritional, and it is stated that milk is used much more freely as a food to-day in Newton than it was three years ago.

Each school has developed its own method of serving the luncheon, but in many schools the children themselves take charge of it. In one school visited, the lunch was served in a well-lighted basement room, with tables arranged to seat about 40 children at a time. The fifth and sixth grades took entire charge of the lunch; paper doilies, cut and decorated by the pupils, were at each seat. The children came in quietly, handing in their tickets to a pupil collector at the door, took seats and each received a half-pint bottle of milk with a straw and two crackers. The bottles had been carefully washed and wiped, and the whole room was spotlessly neat. As each child finished, the empty bottle was replaced by a fresh bottle, and the next group was seated. There was no confusion, and if there was no seat available the child quietly awaited his turn.

After all the children had been served the ticket collector checked up with the principal on the number of bottles served, and the tickets turned in. One boy was banker, and he balanced the milk lunch accounts before handing the money over to the principal. The pupils in charge of the lunchroom cleared the tables, packed up the bottles, scalded the dishcloths, and swept up all the crumbs.

In some of the other schools the milk is served in the classrooms, and the children sit at their desks. In all the schools the lunch is optional and is paid for by the pupils individually. In warm weather lunch is served out of doors.

In the lower grades and the kindergarten the milk lunch is made a festive time, and the children sing songs to milk as it is distributed. Pleasure and drinking milk go hand in hand; and the children, big and little, in the Newton schools are convinced that milk is not only a friend, but a friend to be enjoyed daily.

The teachers are very enthusiastic over this lunch; and one principal stated that he believed that, should he notify his staff that milk lunches might be discontinued at any time at the option of the teacher,

not one would be willing to permit the milk lunch to go. A number of teachers spoke of the benefit the children receive and commented on the marked improvement in the work of the late morning recitations.

In a school district which has a large foreign population, the school has been used as the center of many social welfare activities—girls' clubs, boys' clubs, mothers' clubs, etc. A social worker has charge of these, and a school lunch was organized under her direction a number of years ago. The lunch did not attempt to be self-supporting, but in spite of the small nominal charge the pupils have been losing interest in it, and recently it has been discontinued. A mid-morning lunch was initiated, and within two weeks over 400 pupils were buying the milk at 4 cents a half-pint. Crackers were served with the milk, and those children who had brought lunch from home ate it at that time. Those children who are 10 per cent or more underweight and unable to buy the milk are provided for from a special fund.

Nutrition Classes

THE same social worker assists with the nutrition class, which is held immediately after the close of school, once a week. The children for this class are selected by the school authorities; a physician is present every other week, and a full-time nurse is in charge. The social service worker cooperates with the nurse and assists her in the home follow-up work. This nutrition class is, therefore, a piece of cooperative work in which the school authorities and outside agencies participate. The children in the class show interest and are gaining steadily.

Five other nutrition classes, in other sections of the city, have been started with the same cooperation. About 150 children are enrolled in these classes. The Welfare Bureau administering the Christmas-seal money of the Anti-Tuberculosis Association supports this work.

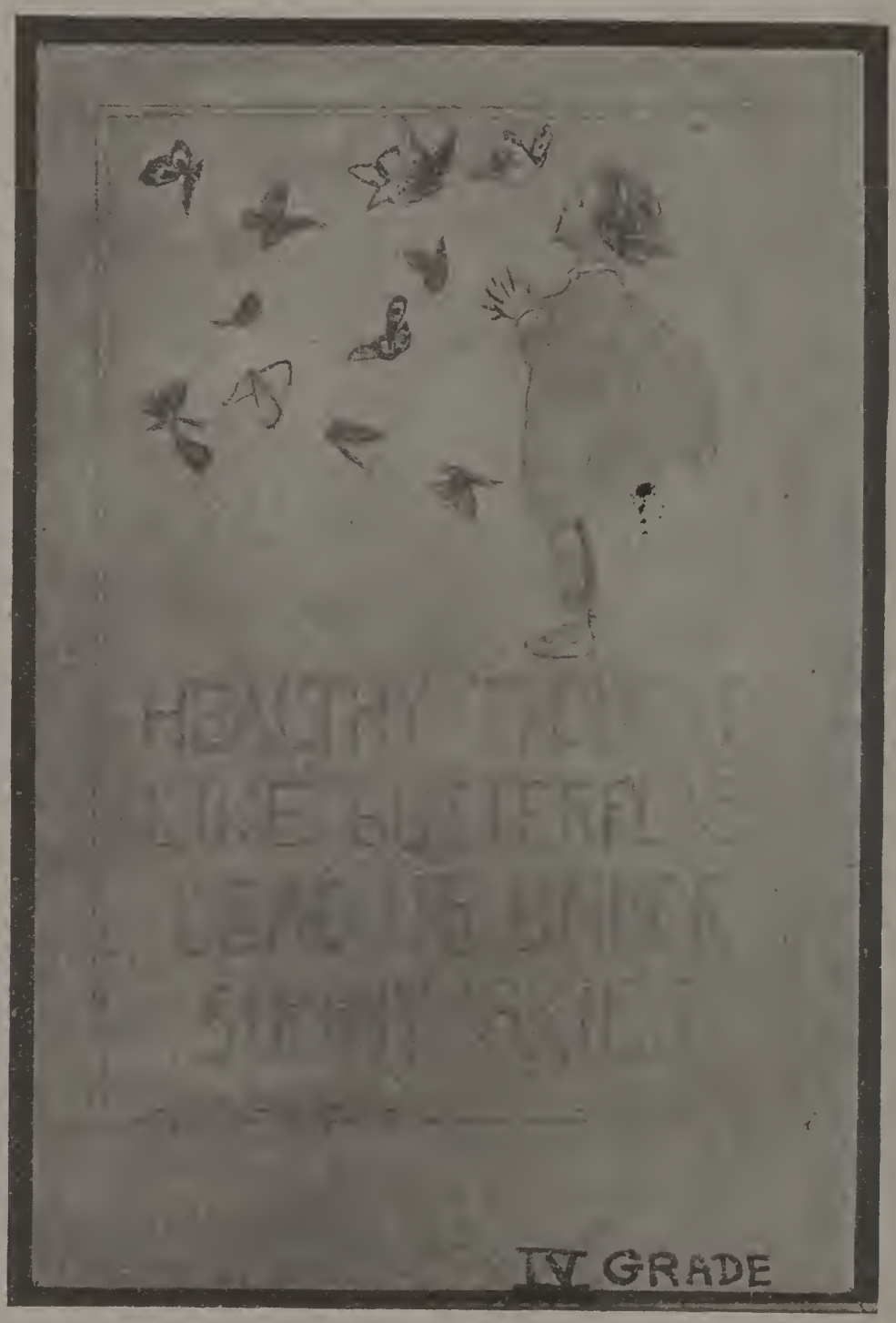
Open-Air Classes

THE six open-air schoolrooms in Newton are all in one school district and were initiated at the request of the parents. Enrollment in these classes is optional, although the school physicians occasionally suggest to the parents the advisability of enrolling certain children.

Hot luncheons are conducted in connection with these open-air rooms by committees of the mothers, and are served in the mid-morning. It is interesting that many of the children are expressing a preference for the milk lunch, and it is possible that this type of lunch may gradually replace the hot lunch in the open-air schools, as in the other schools of the city.

Conclusion

IT IS the atmosphere of healthy living which is the most striking feature of this health education work in the Newton schools. While there is no overemphasis on health, which might lead to self-consciousness, to learn how to keep well and strong is one of the important lessons in the school life. As they learn to respect the English language, to speak and use it properly, so do these children learn also to respect their health and to form those habits which will increase and maintain health. The interest shown is a normal cheerful interest which helps to create the will to observe the rules of health as one would obey the rules of any other game one plays earnestly. So these 7,000 children go marching on.



Health poster.

Appendix I

Health Bulletin No. 1

Method of Procedure for Health Work

To the Principals and Teachers

THE weighing and measuring of the children, beginning with the kindergarteners, will be begun and continued regularly as soon as it can comfortably be done. It would be advisable in those grades where the children have not previously been weighed during March, to get a March weight before school closes. Scales will be provided for each building very soon, if they have not already arrived. * * *

New copies of the Classroom Weight Record will be furnished for each classroom. After this it may be desirable to make charts for this purpose, as the spaces would be larger and the figures could then be more distinct. * * *

The children will be weighed each month as nearly as possible on the same day, and the weight recorded on the classroom records. The height should be taken twice a year; September and March are the best months. If you are willing, we should like to make no deduction for the clothes of children, the tables given having provided for these variations. However, there may be cases of extremely heavy boots or clothing which in the teacher's judgment should be allowed for. Although the gray record sheet suggests that boots be removed when the height is taken, since the child's height is never compared with any except his own, and the height of his heels does not vary to any great extent, it has been deemed wise to have the children both weighed and measured in their boots because of two elements involved, (1) the extra time necessary, and (2) sometimes the children's humiliation because of holes in their stockings.

The important fact to be learned is how much the child has gained since he was last weighed. His *gain* is to be emphasized, not the amount that he lacks of being the average weight for his height and age. If he is within 10 per cent above or below his average weight, he gives no cause for concern, all other conditions being satisfactory, and he should be assured of his success. If he is not, however, within this margin of safety, then his name should be given to the school physician and nurse, who may visit the home and find out and report to the principal and teachers conditions concerning his health habits. Doctor Curtis assured us in his letter of last August, of which copies were sent you, of the cooperation of the school doctors and nurses in this work.

Reports concerning the weight of all children will be sent home once a month either on the report card or on a special card provided for this purpose.

This work in weighing and measuring of itself is only an indication of the condition of the child. Health habits must be taught to stimulate the children to an interest in their physical improvement. The "Rules of the Game," as given again and again in the Child Health Organization material, contain excellent principles to be taught during the first five grades, while the chores of the Modern Health Crusader furnish suggestions for the three upper grades later.

Very truly yours,

MABEL C. BRAGG,
Assistant Superintendent.

NEWTON SCHOOL DEPARTMENT,
Newtonville, Mass., March 26, 1920.

Appendix II

Health Bulletin No. 2

To Principals and Teachers

IN THE cooking classes in the seventh and eighth grades the girls are studying the kinds of food that children should eat, and are being taught how to prepare these foods, all with a definite view to interesting them in improving their own physical condition and that of their younger brothers and sisters where the need exists. The girls of the cooking classes are to be weighed each month by the cooking teacher; these figures to be furnished to the room teacher, so that these children need not be weighed twice. This weighing and measuring, the establishment of the health habits, and the special food work in the cooking classes all have the distinct purpose of increasing the children's health consciousness, and of inspiring in them greater desire for beauty and strength.

This knowledge will also reveal to the room teacher many facts concerning the condition of the children and the kind of work she may justly demand from them. The more the teachers know of the physical condition of their children as evidenced in the health habits, the response in gymnastics, and their strength in posture, the more will they know of what these children ought to be able to accomplish in their regular school subjects. It may be we shall sooner learn not to expect impossibilities in some directions and to save time in others.

Some teachers are already saying, "John is not doing his work, but I hardly like to urge him any harder for he is 15 pounds underweight. He is very evidently not eating the right kind of food and surely is not sleeping enough." One little girl in a cooking class is 14 pounds underweight. Her teacher knew immediately that this was a case for the school nurse and the school doctor. It is very gratifying

that so many of our teachers are already using the knowledge gained from this health work to help them to understand the needs of the children better, and to meet these needs wisely and successfully, and to secure greater cooperation from the school physicians and nurses.

In some of our schools the children are having mid-morning luncheons, and where this has been carried on long enough for us to compare weights, the results have been gratifying. In most cases the children have gained steadily in weight, and we have more concentration and ability to work the last part of the forenoon. Needless to say, in those cases where children have come to school without any breakfast, whether they were in too much of a hurry to stop to eat it, or for any other reasons, the value of these luncheons is unquestionable. The educational aspect of the mid-morning luncheons is also valuable. Children can be taught to eat in groups food that is good for them, which they often refuse at home. They drink milk and eat vegetables in soup because all the other children are doing it, and so are helped to establish the habit of eating these foods. The luncheon should be paid for by the children wherever possible, but a fund will be arranged so that each teacher can take care of those children who need it but who can not afford the luncheon.

Time will be saved for the traditional school subjects by the establishment of better health habits among our children. The question as to how time can be released to do this work is one on which we very much need the help of the principals and classroom teachers. Methods of presenting the subject, of stimulating the interest, and of keeping up the competition in health habits will be left in your hands, and initiative and originality and success along these lines will be much appreciated. If any special method or device or plan is working out well, the school department would very much like to be notified.

Appendix III

Health Bulletin No. 3

To the Parents

REPORTS on the weight of school children are now being sent to the homes each month by the schools. An effort is being made to get children interested in their own health habits and growth and to find out which children are definitely underweight. It is desirable that parents know more about just what the schools are trying to do and the significance to be attached to serious underweight.

There has been worked out by Dr. Thomas D. Wood, of Columbia University, one table for boys and one for girls showing the average weight for each height of each age from 5 to 18. To be slightly underweight means nothing, but for your boy or girl to be as much as 10 per cent of the average weight underweight means that a

careful inquiry should be made to determine whether or not there are other evidences of undernourishment and poor health habits.

The child within this margin of safety, 10 per cent above or below the average weight, should be assured of his success physically and should be encouraged to maintain it. Those below this 10 per cent range should be stimulated to form better health habits and to gain steadily in weight. Growth and good health habits are fundamental and are far more important than simply the child's progress in the traditional school subjects. In every case *success* and *gain* are to be emphasized, not *failure* and *underweight*. All the children are working toward the goal of greater strength and beauty, some to maintain, others to gain.

We ask your cooperation along the line of the health habits we are trying to teach. The "Rules of the Game" are:

1. A full bath more than once a week.
2. Brushing the teeth at least once every day.
3. Sleeping long hours with windows open.
4. Drinking as much milk as possible, but no coffee or tea.
5. Eating some vegetables or fruit every day.
6. Drinking at least four glasses of water a day.
7. Playing part of every day out of doors.
8. A bowel movement every morning.

If there is no other important evidence of under nourishment than underweight, the condition may sometimes be a family characteristic, or a race characteristic. The schools are trying to call to your special attention your child's underweight where it amounts to more than 10 per cent of the average for children of his height.

If your child is overweight within reasonable limits, it is probably not an indication that need give you concern. A reasonable percentage of overweight as the child approaches adolescence is considered a physical advantage if such overweight is not due to soft flabby fat and wrong health habits.

Mid-morning luncheons at school are a strong factor in bringing about good health conditions. It is interesting to see many children who do not like milk or soup at home take it at school with no objections, through the influence of the group.

It is possible that conferences will be invited with the mothers of underweight children, if such are desired. All mothers will find the following pamphlets valuable: "Diet for the School Child"; "Teaching Health."

These can be purchased from the Department of the Interior, Bureau of Education, Washington, D. C., for 5 cents each.

Very truly yours,

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(*Principal of school.*)

NEWTON SCHOOL DEPARTMENT,

Newtonville, Mass., April 12, 1920.

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